



Diamond Lake School District 76

Three Schools One District

Fairhaven, Diamond Lake School, West Oak Middle School

Summary of Student Support Services and Programs

June 5, 2018





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Part 1: Special Education Department Update





Special Education Finances FY18

EXPENDITURES:

- Salaries: \$728,196
- Benefits: \$177,082
- Purchased Services (SEDOL, Outplaced, OT/PT/Speech): \$977,816
- Supplies: \$35,084

Total: \$1,918,178

REVENUES:

- Special Ed. Private Facility Placement: \$47,429
- Extraordinary Pupil (Now ESSA): \$139,883
- Special Ed. Personnel (Now ESSA): \$213,362
- Individuals with Disabilities Education Act (IDEA): \$151,745

Total: \$552,419



Students Placed Within District 76

| Disability | Number of Students |
|--------------------------------|--------------------|
| Learning Disability | 57 |
| Developmental Delay | 43 |
| Speech and Language Impairment | 23 |
| Emotional Disability | 14 |
| Other Health Impairment | 11 |
| Autism | 7 |
| Intellectual Disability | 6 |
| Hearing Impairment | 2 |
| Multiple Disabilities | 1 |
| Orthopedic Impairment | 1 |
| Visual Impairment | 0 |
| Deaf and Blind | 0 |
| Traumatic Brain Injury | 0 |
| | 165 |

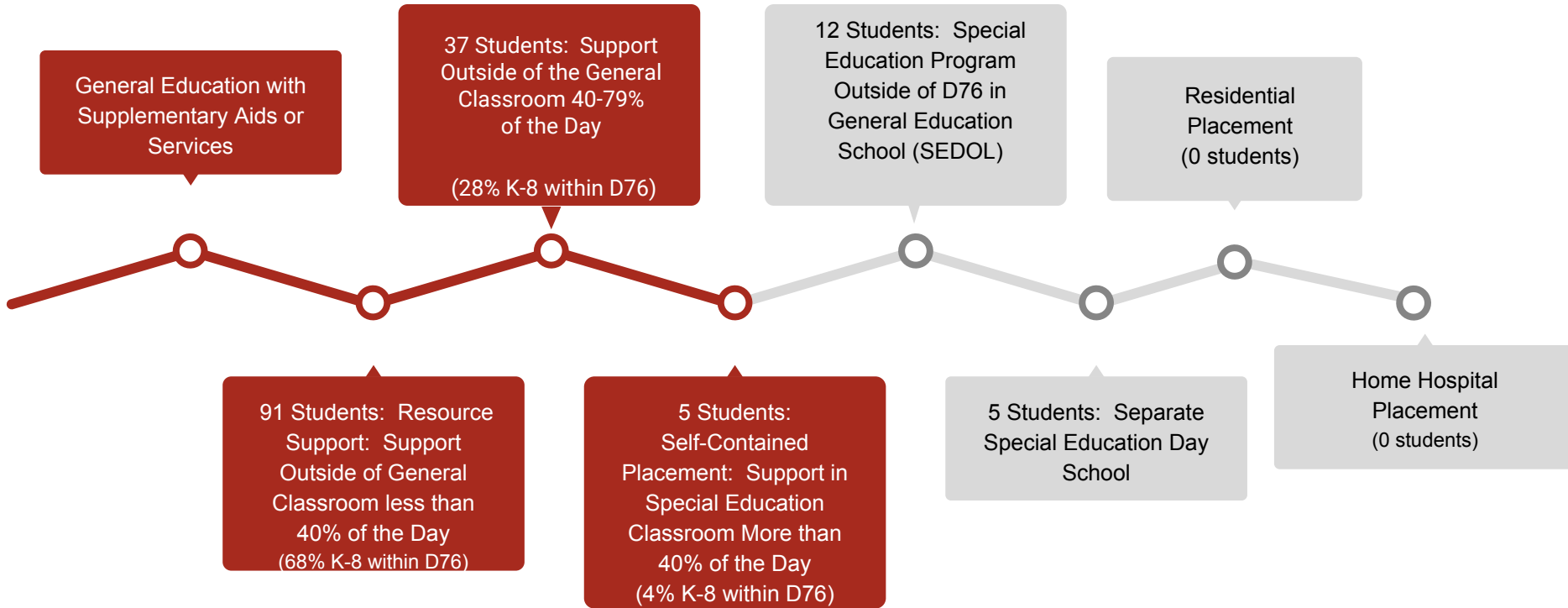


Students Placed Outside of District 76

- Students placed outside of D76: 17
- Number of Students in SEDOL Programs: 12
- Other programs currently serving students: 5
(Connections, Hyde Park, Felicity, Ombudsman)
- Number of Students returning to D76 in August: 2
- Number of Students that would have been outplaced in the past: 7



Least Restrictive Continuum of Services





Additional Supports

- Social Communication, Emotional Regulation, Transactional Support (SCERTS)
- Assistive Technology
- Specialized seating and sensory materials
- Specialized curricular resources
- Therapy Dogs
- Occupational therapy, physical therapy, social work, speech and language therapists, hearing itinerant, psychologist, nurse
- Transdisciplinary Play Based Assessments
- Professional Development for General Education Staff



Strengths and Accomplishments

- Teacher leaders
- Least restrictive environment
- Co-Teaching
- Sensory materials and locations
- Aligning materials and resources with all departments to meet individual student needs



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Part 2: Social Emotional Learning





What is Social/Emotional Learning?

SEL: Standards to support the “Whole Child”

- Develop an awareness and manage their emotions
- Set and achieve important personal and academic goals
- Use social-awareness skills to establish and maintain relationships
- Demonstrate decision making and responsible behaviors to achieve school and life success

Research indicates that SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior and academic performance.



Social Emotional Learning Curriculum

D76 Curriculum: Second Step Grades: Preschool-Middle School

Second Step is a research-based universal, classroom-based social-emotional curriculum. Each lesson is developmentally appropriate and sequential. Lessons are designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings and have the skill to problem solve and make responsible decisions.

Instructional Units of Focus

-Skills for Learning

-Empathy

-Emotion Management

-Problem Solving

-Personal Safety

-Anti-Bullying



Positive Behavioral Interventions Supports

Positive Behavior Interventions Supports (PBIS): A proactive model to establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success.

Several strategies are used to positively shape behavior:

- Positive Referrals
- Student of the Month
- Wow Cards
- Class Dojo
- Classroom Celebrations
- Community Building Assemblies



PBIS: Interventions and Support

- Student screening multiple times per year
- Student check in-check out person/coach
- Targeted and explicit skill instruction
- Acknowledgements of appropriate behavior
- Increased adult communication and support throughout the day
- Frequent performance feedback for targeted behaviors
- Plans for generalization and maintenance of positive behaviors



West Oak: Interventions and Support

| Restorative Practice | Restorative Justice |
|--|--|
| Utilized when harm is caused by an interaction between two or more people | Students are trained to participate in the consequence portion of the disciplinary process |
| People involved in a conflict meet face to face in 'circle' and discuss the situation to fix the harm that has been caused | Students who receive referrals can opt to be heard by their peer jury to determine what consequence they will receive for their infraction |
| Circle time empowers the victim - they have the opportunity to tell the other person how they were impacted by what happened | Peer juries do not decide on referrals that could involve/result in police action |
| Circle time allows the person causing the harm to hear how their actions impact others | |



2017-2018 West Oak Student Data

| Month | # of students total | # of students seen more than once during the month | # of students receiving teacher referrals | # of student initiated requests | # of follow-up parent [face-to-face] meetings |
|-----------|---------------------|--|---|---------------------------------|---|
| September | 227 | 17 | 117 | 111 | |
| October | 287 | 31 | 175 | 115 | 14 |
| November | 172 | 18 | 125 | 55 | |
| December | 100 | 18 | 49 | 51 | 10 |
| January | 113 | 17 | 60 | 53 | 5 |
| February | 189 | 15 | 76 | 113 | 10 |
| March | 136 | 23 | 71 | 65 | 10 |
| April | 202 | 18 | 98 | 104 | 14 |
| May | 189 | 23 | 72 | 117 | 6 |



2017-2018 West Oak Staff Data

Staff Survey Comments: Understanding

It is a room for 1) students to go to if the student is having issues in the classroom, 2) an area to let off "steam", 3) a place for mediations

Room 29 is a place for students to go if they need to take a break from the social/emotional aspects of school. It also serves as a place for students to process incidents in the classroom -- whether the processing is teacher initiated or student initiated

The primary purpose of Room 29 is a student resource location that gives students the opportunities to solve conflicts with their peers or teachers, time to process through personal hardships, or take a break. This is done through the non discriminatory process of restorative justice and by being a welcoming environment. Room 29 also serves as the disciplinary location for students.

This is a room for students (and teachers) to come for a break if they need to or if an adult tells a student to go there due to negative behavior.



Communication Programs/Progress

- Back to School Folder/Summary of Programs
- District 76 Web Page
- Family Letters
- SWIS and Check In/Check Out Reports
- Parent Meetings



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Questions and/or Comments

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